

THE
**SCHOOL GOVERNMENT
 CHRONICLE**
 AND
EDUCATION REVIEW

Vol. cl. No. 3,394
 (Etabd. 1871)

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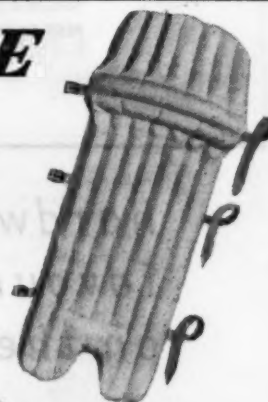
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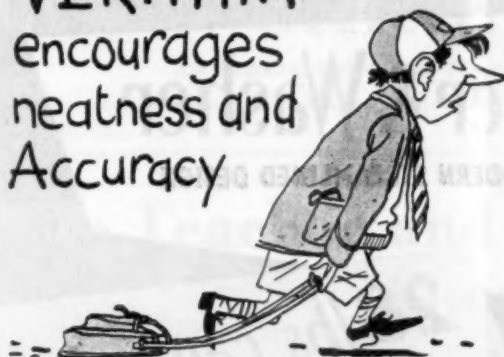
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The
**SCHOOL GOVERNMENT
CHRONICLE**

AN INDEPENDENT MONTHLY REVIEW OF EDUCATION.

No. 3,394. Vol. CL.

MAY, 1958

The Teacher and the Three Year Course

By SIR RONALD GOULD

The basic qualifications of graduates and non-graduates should be academically and professionally equal, said Sir Ronald Gould, when delivering the second of the current series of Joseph Payne and Sir Philip Magnus Memorial Lectures at the College of Preceptors in London.

The three year course, said Sir Ronald, had been discussed for so many years and so often that possibly there was little new that could be said about it. It has been long desired, and for many years it has been practised to a limited extent. The McNair Report in 1944 recommended that the minimum period of training should be three years, but shortage of teachers and possibly shortage of money have delayed its adoption. But at long last Lord Hailsham fixed 1960 as the starting date, which has been confirmed quite recently by Sir Edward Boyle.

During the next two years, therefore, curricula would have to be revised, staff recruited and buildings erected or extended. It was therefore important that we should define our purposes, for without a clear sense of direction serious mistakes may be made which will have repercussions on children, teachers and the nation for many years to come.

Having given a resumé of teacher training over the years, Sir Ronald said he was venturing to summarize what he believed many teachers would regard as the way in which the actual three year course should develop, and in doing so have regard to the objectives already stated, a more unified teaching profession and a profession more highly regarded by the public.

Sir Ronald continued: "First, I suggest that training colleges should become more like universities in their attitude to students. Students should be given more responsibility and freedom. They should be given more time when they are thrown on their own resources, not only in leisure hours but in working time. They should be treated in all respects as if they were university students. In this, great advances have already been made, but more needs to be done. Small tutorial groups should take the place of some formal lectures.

"Secondly, some students should be encouraged to follow a degree course for three years, after which they

could take a year's training. Alternatively, a four years' integrated degree and training course could be devised. For the time being it may be necessary to take external degrees, but we should not be satisfied with these. Inherent in the idea of institutions of education is that training colleges are a real part of the university, so there is no reason why students should not be able to take degrees internally on exactly the same terms as those in colleges of the universities. At all events, students should whenever possible be encouraged to take degrees in training colleges. It would raise the status of the colleges and lead towards a trained graduate profession.

"Thirdly, we should press for the establishment of a first degree in education. At this suggestion eyebrows will be raised. University spokesmen will tell us that so many intending teachers taking such a degree would upset the balance of university studies. But is this really a serious objection? Is there anything sacrosanct about the present balance? Do not the needs of to-day indicate that the balance needs to be adjusted?

"No doubt other high-minded representatives of the universities would say a first degree in education is unthinkable, since degrees have no vocational purpose: they are only concerned with disinterested study. This is nonsense. Indeed, it is very modern nonsense, for in the Middle Ages the universities were in effect the vocational schools of the clergy and the schoolmaster.

"No doubt, too, it would be argued that education is not a suitable subject for examination purposes. I find this most difficult to follow. Medicine, Engineering and Law have all been regarded by virtually every university as suitable subjects for examination purposes. In Birmingham a degree can be taken in physical education, in London a degree can be taken in household science. I see no reason whatever why education should not be regarded as a discipline leading to a degree in exactly the same way as Medicine, Engineering and Law.

Degree Standard in at least one subject.

"Fourthly, all those in training colleges who for any reason cannot follow a full degree course, should reach degree standard in at least one subject. I am certain this advanced study is of enormous importance to the

well-being of the college as well as the well-being of the teaching profession. This is a certain way of escaping from educational mediocrity. This is a certain way of convincing doubters that the product of the training college can lay some claim to scholarship.

"Vague phrases like 'stretching every student' and 'demanding the best of which he is capable' may mean anything or nothing. The teachers not only desire high academic standards to be established: they want the standards to be objective and obvious. Standards must not only be established: they must be seen to be established. Let us then be given the assurance that every successful student will have reached pass degree level in at least one subject.

"Fifthly, even more attention should be paid in training colleges to the theory of education; the importance of this aspect of teacher training should constantly be stressed.

"In the 1946 Scottish Report on the Training of Teachers this passage occurs:

The teaching profession, in our view, will never attain the status that it deserves until there is a widespread realization of the amount and the importance of the specialized knowledge largely the result of modern psychological and educational research that is essential in the preparation of its members.

"I am certain that this needs to be stressed in universities and elsewhere. Doctors have achieved professional status not on the basis of their academic knowledge alone, but on the basis of their professional knowledge. So too must teachers. If the universities realized the importance of the theory of education, education would soon be accepted as a suitable subject for a first degree. If the public realized the importance of the theory of education, we should soon see the end of the motherly soul without qualification or training being employed in infant and junior schools.

"In passing, I should pay a tribute to the training colleges and university training departments for the vast improvements already made in the content of professional studies. In the mid and late nineteenth century the sort of books used in this sphere were *The Manuals of School Keeping*, *School Management*, *School Economy*, *Principles of Instruction and Teaching*, and now teachers in training study *Child Growth and Development*, *Educational Psychology*, the *Philosophy of Education*, *Experimental Education*, and so on.

"Everyone engaged in teacher training must realize the importance of the theoretical basis of the teacher's work, and public opinion must realize it, too.

"Sixthly, since I have already stressed the development of courses on the theory of education and higher academic standards, I must hasten to add I do not expect to see a great increase in school practice.

"An American Professor of History recently posed this question. 'Should a teacher know his stuff or should he have professional know-how?' He needs both. Both are important in teacher training. But perhaps in practice it is easier to give to others 'knowledge of stuff' rather than 'know-how.' 'Know-how' (by which I mean class control and imparting knowledge rather than knowledge of the theoretical basis of education) is largely a matter of practice in the art of teaching, and since the reactions of children are unpredictable, practical experience with individual

children is often a better guide than theory. There is thus no need to over-do the acquisition of 'know-how' in training colleges.

Standards must be maintained.

"Seventhly, the test at the end of the three year course must be made much more rigorous. Put bluntly, standards must be maintained even if more are failed.

"In 1954 Miss Catherine Avant, Senior Youth Employment Officer in the Careers Advisory Section of the L.C.C., examined the proportions of passes and failures in the finals of a number of professional bodies. The results were revealing. Failure rates of 30 per cent. or more were not uncommon. In training colleges, however, the failure rate is less than 3 per cent. The difference is startling. What is the explanation?

"Can it be that the standards of admission to the various professional courses are lower than the standard of admission to training colleges? Not at all. The standards are as high or higher.

"Can it be that the weeding out process during the courses for other professions is less rigorous than in training colleges? Not at all. The figures prove otherwise.

"Can it be that the professional bodies for professional reasons want to create a scarcity of qualified people, whereas in teaching we have no such desire? Not at all. The professional bodies agreed there was a shortage of qualified people in most of their professions and several commented that they wished they could have passed more of the candidates, but they could not because they had not reached the required standard.

"No, our failure rate is insignificant because we do not maintain a high enough constant standard. Of course, we need more teachers, but if we have any regard for the quality of our own profession, if we remember we are responsible to the public not only for numbers of teachers but for quality, we should fix high standards, as other professions do, and, come what may, insist upon them. I am not convinced this would spell disaster to the education service. On the contrary, the profession might become more attractive if standards were raised.

"In broad general terms I have examined the three year course itself, and now I wish to appeal to a number of people, inside and outside training colleges, not only to make possible all I have already asked for, but to do even more.

Remove Mistrust.

"It is I think, true that teachers in the schools are highly critical of training colleges, and regrettably some of their criticism stems from ignorance of what the training colleges are doing. Equally, training college staffs are often critical of teachers, and they too are often ignorant of what actually takes place in schools.

"There are suspicions on both sides: the teaching profession has little faith in training colleges and equally, training colleges have little faith in teachers.

"The removal of this mistrust between teachers in schools and training colleges seems to me to be essential, and closer links would help. Why should not a training college lecturer become a whole or part time teacher, at least for a period? Why should he not undertake whole or part time teaching service in schools? Why should he not undertake service as an inspector or organizer?

And on the other hand, why should not good practical teachers take a greater part in the work of the training colleges? Why should they not be occasional lecturers or part time lecturers? Why should they not return for courses so that practical experience in the classroom should be brought right into the training colleges? Tasks shared between training college staffs and teachers could also increase the understanding of each of the other. Why should not an endeavour be made to undertake research and experimental work on a co-operative basis between training colleges and teachers? In this way I am sure the work of the training colleges could be enriched and so would the work of the schools, too.

Universities should recognize 3-year course.

"My next appeal is to the universities. I ask them to accept the three-year course as satisfying part of the requirements for a degree. The McNair Report in 1944 recommended that under certain conditions the teacher's qualification should be accepted as satisfying part of the requirements of the degree course, and in the last few years London University has accepted the two-year course as satisfying the initial requirements for a degree. This is a step in the right direction.

"If, however, the three-year course reaches university degree standard in one subject at least, the universities should recognize the three-year course as part of a degree course. When that is done the teacher might easily proceed to take the rest of the examinations required for a degree after study at Birkbeck, which has already done so much to raise academic standards in the teaching profession, or at some technical college, or the task might be attempted externally by means of correspondence. All these methods of obtaining degrees have been available in the past, but the recognition of the three-year course as partly satisfying degree requirements would encourage teachers to undertake further study, increase the number of specialists available, and add much to the status of the profession.

"All these developments will throw up an enormous staffing problem in the training colleges. This is partly a quantitative problem, for small colleges with small staffs obviously would find it impossible to cope with the demands that these changes entail. A small staff could not, for example, provide anything like the number of teachers per subject that would be found in a university. A first year university student might easily receive lectures from three, four or more university teachers in only one subject. A small training college staff could not possibly compete with universities, even on this quantitative basis.

Training College Staffing.

"Even more important, however, the problem is partly qualitative. The training colleges must be able to attract to their staffs a number of people of real academic distinction. Some are there already, but more are needed. Anyone taking the course in a university would inevitably be brought into contact with a considerable number of highly qualified specialists. The best physicists, the best historians, the best surgeons, are found in universities. Nothing else should be accepted as satisfactory in training colleges. No doubt the ideal solution would be to establish far bigger colleges with far bigger and appropriately qualified

staffs, but this could not be done quickly. In any case, those who have served so long and so faithfully in our training colleges should have their positions safeguarded.

"This, however, is possible. In many cases colleges could be substantially extended. Staffs could be increased by recruiting men and women of considerable academic distinction. The bigger numbers would enable a greater number of courses to be undertaken, but in all colleges limits would have to be set to the number of courses. If we are to attain the standards I have indicated, all colleges will be forced to specialize. Then, too, teaching in the colleges should be regarded much more than it is at present as a combined operation conducted by the individual training colleges and all the resources of the Area Training Organization. Specialist lecturers from any part of the area ought to be used increasingly to improve the standards achieved.

"Perhaps, too, training colleges might use on a part-time basis, some of the highly qualified teachers from our schools, university and technical college lecturers, and some of the advisory and inspectorial staffs of local authorities. The medical schools employ many highly qualified surgeons and physicians on a part-time basis.

"There is no reason why training colleges should not do the same. In all these ways we might solve the problem of training college staffing, quantitatively and qualitatively.

"And so to summarize: I would expect of the three-year course that teachers would emerge with better knowledge of the subjects they will teach, and with the



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evidence that they are better scholars; that they will be better practitioners in the art of teaching; that they will be better equipped with the knowledge of the history and philosophy of education and the purposes education should serve in these modern days; and that they will live more satisfying and fuller lives as individuals. Insofar as we succeed in these objectives, greater unity will develop and teachers and the education service will be accorded a higher status.

Financing of Advanced Sandwich Courses

A joint statement by the Ministry of Education and the Federation of British Industries.

Since the White Paper on Technical Education was published in February, 1956, the number of advanced sandwich courses, under which students spend part of the year in a technical college and part in industry, has increased from 100 to over 200, and the number of students taking them from 2,000-3,000 to 5,000-6,000. The objective is to raise the number of students to 15,000-20,000, and so contribute to the building up of the supply of technologists which the country needs.

With a view to stimulating the spread of these courses, particularly among medium-sized and small firms, the Ministry of Education and the Federation of British Industries have been reviewing the arrangements for giving financial assistance to students who wish to take them.

The Federation of British Industries, in a policy statement issued to all members, states its belief that industry, by enabling selected employees to pursue advanced sandwich courses, in addition to supporting day release schemes, acts in its own as well as in the nation's interest. The federation recommends to its members that firms which already pay their students' fees and salaries should continue to do so, and expresses the hope that firms sending students on advanced sandwich courses in the future will follow this example, since it stimulates the student's sense of loyalty to the firm and strengthens the firm's ties with the college. Such payments are treated as normal business expenses for tax purposes.

The Ministry and the federation recognize, however, that there are and will continue to be firms who do not feel able to meet the whole cost of such training. There will therefore be a continuing number of such students who will look to local education authorities for aid. In a memorandum issued at the same time, Mr. Geoffrey Lloyd, the Minister of Education, recommends local education authorities to give sympathetic consideration to such applications.

The memorandum indicates the basis on which awards to students taking advanced sandwich courses should be calculated. Where appropriate, London University rates should be taken for students attending colleges in London, and the Civic University rates for students elsewhere. The award should cover the tuition fee in full, except where the income scale requires a parental contribution towards fees as well as maintenance. The Minister advises that in accordance with the normal practice for assessing awards whereby earnings received outside the period of full-time study are disregarded, any

earnings accruing to a sandwich course student while he is working in industry should be left out of account unless they are exceptional having regard to his age and circumstances. Some firms may wish to give their students at the beginning of their course an allowance to meet initial expenses; in the calculation of a student's award any such allowance may be ignored up to the amount of £100.

The federation's statement informs its members of these recommendations by the Minister and gives guidance on their application from the industrialist's point of view. It recognizes that as a further means of encouraging students to take sandwich courses the employer may, after the course is finished, make to the student an *ex gratia* payment in the form of a lump sum, but it suggests that the student's right to this gift should not be absolute but conditional, e.g., it might be payable on the satisfactory completion of the course.

Students who are college-based, i.e., who are recruited by colleges rather than firms, but whom the firms accept into their works for the periods of practical training, will continue to be paid by industry during their works training and to be eligible for financial assistance from the local education authority concerned during their periods in college.

Increased Grants to Queen's University, Belfast

Subject to the approval of Parliament, the Northern Ireland Government proposes to make the following extra-statutory grants to Queen's University, Belfast, to cover recurrent expenditure for the five years beginning 1st April, 1958: 1958-59, £554,000; 1959-60, £625,000; 1960-61, £680,000; 1961-62, £732,500; 1962-63, £772,500.

They represent a very considerable increase over the amounts granted in the past five years; if comparison is made with 1957-58, the grant for 1958-59 shows an increase of £80,450 and the grant for 1962-63 an increase of £298,450.

The Minister of Finance states: "In pursuance of the Government's policy of encouraging capital development, I have accepted in principle a University building programme involving nearly £2 million over the next five years."

Youth Leaders Learn about Film Making

Sixty youth leaders heard an absorbing talk about the problems of producing feature films when they attended a recent residential week-end training scheme organized by the Hampshire County Education Committee at Avon Tyrrell.

The talk was given by Mr. Dennis Holt, Production Manager at the Rank Organization's Pinewood Studios, who described the work of the production staff, art director, camera crew, sound crew and construction manager. His lecture had been arranged by the Education Department of Rank Precision Industries, Ltd.

With the encouragement of the Hampshire County Education Committee some of the Youth Organizations in the County are considering making their own 16 mm. films.

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Sir George Dyson Reports

On Carnegie United Kingdom Trust.

In his address as chairman given at the recent annual meeting of the Carnegie United Kingdom Trust, Sir George Dyson said that in the long life of such a Trust, there will always be years which are marked by new ventures, new turns of policy, new fields of social inquiry. There would also be years in which they were kept busy by schemes already launched, but which take a substantial time to develop and administer. The year just passed had been mainly of the latter kind, though they had a constant trickle of minor applications, many of which, though of comparatively small cost, were useful and attractive byways of social value. Such were the little brochure which is to guide choirs and choral societies in the singing of Latin, the grant to Trinity College, Dublin, to improve the display of the Book of Kells, the film projectors for the Highlands and Islands of Scotland, and a small contribution to a Suffolk Amateur Dramatic Society which displayed its skill in Denmark.

The scheme for assisting the equipment of the older village halls, warmly welcomed over a year ago, has taken time to get into its stride, and as has so often happened to other major policies of the past, some of the administrative by-products of their work had been almost as fruitful as the material benefits themselves. These village halls, for example, have been led to consult and co-operate with the various local rural community councils, and with the Trust office, in order to define their status, constitution, maintenance and prospects in such ways as are necessary to make them firmly based on the whole community they serve. This had brought them into closer relations with one another and with organizations of wider range, and one of the most gratifying tributes to the Trusts' policy had been the number of appreciative acknowledgments received of this clearer integration and identity of rural purposes and needs in general.

Referring to other possible expansions of social policy Sir George said they hoped soon to have more definite information on the problem of the handicapped child in the home. Three expert teams have been busy in three selected and contrasted areas, and they are expected to produce facts and figures not hitherto available.

Since he spoke a year ago on the difficulties facing provincial museums and galleries owing to rising costs of every kind, Sir George said the subject had been given wide publicity and although no major solution is yet in sight a beginning had been made towards investigating the needs of a chosen region. Trust grants continue, but they could not touch the fundamental problem of maintenance, which demands an adequate provision of public funds.

The Trust's new policy of helping amateur scientific societies to obtain skilled advice and leadership was being gradually implemented, said the chairman and there seemed no reason why this side of their cultural work should not expand in the same effective way that their analogous policy in the field of the arts had done. They would then have covered practically all the main spheres in which amateurs of the arts and sciences spend their creative leisure.

Concluding with a reference to the fact that the

Trust's music and drama allocations, in their present form, end with the quinquennium in 1960, Sir George said this did not mean that the Trust's interest in music and drama will cease, but they felt that the great expansion of these activities, which the statutory authorities are now empowered to support, justified them in withdrawing the somewhat elaborate administrative provisions which were essential in the early stages of the movement. They had invited comments and suggestions from certain national bodies which had been closely associated with them, with a view to a discussion of the future, and it was hoped to evolve tentative proposals and give ample notice of the changes of help or emphasis which any new policy will entail.

Commerce in a Widening Market

Need for Trained Workers.

Office workers of the future will need a better knowledge of languages and a wider geographical outlook, said Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, speaking at the national conference of the Association of British Chambers of Commerce.

The whole scope and area which commerce must cover will be constantly increasing and widening, he said. "The development of the European market will mean that people working in commercial offices will have to have some familiarity with foreign languages. As the speed of transport increases the world will seem steadily smaller and commercial firms will have to be ready to think in terms of consumer tastes and needs of people living thousands of miles away."

Education for commerce was a need which could not be ignored, he said. The general impression was that commercial firms would need to do a great deal more than they are doing at present if they are to attract the type of recruit they want in sufficient numbers.

"We have a commercial apprenticeship scheme which is new and just getting under way," said Sir Edward. "We hope that, as its advantages become known, it will receive widespread support. There is more to be done by way of part-time day release, and indeed, the possibilities provided by sandwich courses in commercial subjects have hardly been explored as yet."

"To be quite blunt, I do not think that commercial firms have yet woken up to the need for a much greater effort on their part, which will involve time off for study and a more positive attitude towards recruitment. This movement forward has become a 'combined operation' between the colleges and the world of commerce. I can assure you that, as far as the colleges are concerned, they are only too willing to respond and play their part."

There was an increasing demand for further education of every kind. No sooner was a technical college opened than it was full to the doors. This trend would increase; more children were staying on at school after the statutory leaving age; the secondary modern schools were developing extended courses, and children who a generation ago would have left school at fourteen are staying on to get as much education as they could. They presented commerce and industry with a fine opportunity which should be seized with both hands.

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More Powers for Surrey Divisional Executives

Surrey County Council are to make certain changes in the relationship between the education committee and the nine divisional executives which between them cover the administrative county. These are to meet criticisms that there was insufficient liaison between the executives and the county council and that delegation to the executives, including particularly financial delegation, did not go far enough. The county council are to provide for representation of the divisional executives on the education committee and for the executives to have a substantial "block grant" each year in respect of maintenance and minor capital works. The delegation of functions to the executives, already considerable in the county council's view, is to be increased in regard to the appointment of divisional staff.

The "block grant" system is to work in this way. In July of each year the county council's finance committee, after consultation with the education committee, will give to the education committee an indication of the total sum they are likely to be able to allow in the following year for (a) general repairs to school premises and playing-fields, (b) redecoration of school buildings, (c) day-to-day maintenance, (d) replacement and repair of furniture and equipment, (e) minor capital expenditure on school premises, playing-fields and furniture and equipment.

The education committee will then decide how much to retain for central purposes and how much to allocate to each of the divisional executives under each of the heads (a) to (e). The divisional executives will decide upon their priorities within this allocation, which will then be priced in the county architect's department, submitted in the divisional executive estimates and incorporated in the education committee estimates. Any item which would cause the divisional executive's allocation of money to be exceeded would, at the request of the executive, receive careful examination by the education committee in the light of all the circumstances in the county and decided upon by them.

Following approval of the education committee's estimates, at the council's budget meeting, a block vote will be submitted for each divisional executive and the expenditure of this block sum will then be controlled by the divisional executive, it being understood that should any particular scheme exceed the estimate it would be the divisional executive's responsibility to make a commensurate saving on other items under that same head.

It will be each divisional executive's responsibility to space the programme over the financial year and for this purpose to indicate to the county architect when and in what order the works are required.

Education divisional administration is likely to remain in Surrey in much of its present form. The seven county district authorities in the county of 60,000 or more population who otherwise would be entitled to claim automatic delegation under the Local Government Bill are all within the Greater London area.

School Safety Patrols in Western Germany

Mr. J. S. McEwan, director of education for Lanarkshire, was a member of the British Delegation which attended the official course on 'Traffic Education for the Young' held in Western Germany recently, and at this year's Scottish Accident Prevention Conference he described the system of scholar patrols in that country.

Schools in Western Germany, said Mr. McEwan, had their special classrooms for road safety. Works and transport authorities had also provided traffic gardens laid out with roads, pavements, traffic lights and signs, and supplied with pedal cars and bicycles. Pupils came in classes for two hours about twice a year and the police co-operated in conducting tests for cyclists during school hours.

Referring to the question of school patrols, he said that in Germany the role of the traffic warden at school crossings was played, not by the aged, but by the young.

Head teachers determined in consultation with the police, the crossing to be patrolled. They also decided, in consultation with their teachers, which pupils should be selected as school crossing patrols. Parents' consent must be obtained, and only pupils of thirteen years of age and over might be employed. Most were considerably over.

It was believed that the training and the experience would have a lasting effect on the pupil's attitude to traffic, and that, in addition, his visible participation in the solution of traffic problems was a valuable education for other pupils. Since the institution of these patrols, accidents involving children had been a diminishing fraction of the total accidents in Western Germany.

School Programmes Discussed

Educationists from twenty-three European countries plus Morocco and Tunis met recently at Sevres, near Paris, under the auspices of the French National Commission for Unesco to re-examine what should be taught in their high schools. Among other problems, they considered how much science should be introduced into high schools—a problem that is bothering European educationists as much as those elsewhere, despite the fact that their high schools are considered among the finest in the world.

Explaining the background for the meeting, Unesco's Director-General, Dr. Luther H. Evans said that the European secondary school curriculum had been built up over many, many years. The question now was: how could educators expand courses in science and social studies to meet new technological demands into an already full curriculum without overburdening the student? How could they reconcile traditional cultural values with the necessities of a society progressively more oriented towards science, technology and economics?

The United Kingdom delegates to the Conference were Mr. T. R. Weaver, Under Secretary, Ministry of Education (leader); Mr. W. R. Elliott, H.M. Chief Inspector, Ministry of Education; Miss M. G. Green, Headmistress, Kidbrooke School; Mr. J. F. Spalding, Headmaster, Faversham Grammar School, and Dr. D. Dickson, H.M. Inspector of Schools, Scottish Education Department.

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Technical Education in North Wales

Advisory Panel's Report

The Minister of Education, Mr. Geoffrey Lloyd, has accepted in its entirety the Report of the Advisory Panel set up by Lord Hailsham in 1957 to make recommendations for the efficient and economical provision of advanced level courses at the Technical Colleges at Wrexham and Kelsterton (H.M.S.O., price 1s. 0d.). Mr. Lloyd has told the local education authorities for Denbighshire and Flintshire that he expects the changes which it recommends to be brought into effect next autumn.

The main recommendation is that Wrexham should be developed as a centre for all advanced work except in Metallurgy and that, until further notice, it should be regarded as the only centre in Denbighshire and Flintshire for work at this level in the technologies of Mining and Engineering of all kinds. Kelsterton should remain the sole centre for advanced work in Metallurgy in the two counties and should also serve as the centre for those courses for students from Cheshire and the Wirral who can most easily attend it. Advanced courses in Chemistry should continue for the present at both colleges.

The Panel consisted of Sir Hugh Chance (chairman); Mr. E. Williams, principal of the Hendon Technical College; and Mr. E. W. Woodhead, director of education for Kent. Sir Hugh Chance is the chairman of the West Midland Advisory Council for Further Education and a member of the National Advisory Council on Education for Industry and Commerce. He is a Director of firms that have industrial interests in North Wales. Mr. Woodhead was director of education for the West Riding of Yorkshire before becoming director of education for Kent and he is now in Kenya, advising the Government on the organization of its educational system. Mr. Williams is a Welsh-speaking Welshman who was educated at Friar's School, Bangor, the University College of North Wales, the Imperial College of Science and University College, London. He was formerly on the staff of the Department of Industrial and Scientific Research and was principal of Harrow Technical College before receiving his present appointment. His father, Mr. Rhys Williams, was for many years Inspector of Mines and Quarries in North Wales.

Dealing with the history of events leading to the constitution of the Panel, the report states that an unsatisfactory position had arisen in the two counties: there was a lack of balance in the provision of facilities; irritation on the part of industry and bewilderment among the students. The panel was appointed to consider the present and future position in the light of the Government's general policy for the co-ordinated expansion and development of technical education.

The panel reviewed the courses at the two colleges leading to National Certificates, National Diplomas, College Diplomas and Examinations of Professional Institutions in the technologies of Mining, Engineering, Chemistry, Metallurgy, Building and Applied Physics.

Evidence taken from most of the industrial undertakings in the area indicated that the great majority of

the likely future developments would take the form of subsidiary production plants unaccompanied by design and research units. The panel point out that such developments do not of themselves lead to a significant continuing requirement for personnel trained locally through advanced courses, and the evidence from industry was in fact that demand for such courses would remain at about the present level.

The Ministry's general pattern for the expansion of technical education suggests a broad structure composed of local, area and regional colleges and colleges of Advanced Technology. Local colleges should mainly provide part-time courses up to the level of Ordinary National Certificate or its equivalent. Area colleges are encouraged to strengthen and expand part-time courses at all levels and to retain existing full-time and sandwich courses so long as they remain efficient and economical, but to provide new advanced level full-time and sandwich courses only in exceptional circumstances.

The panel define the way in which the colleges at Wrexham and Kelsterton should develop within this framework, stating "were it not for the long-standing courses in Metallurgy and the perhaps premature approval of advanced courses in Chemistry there, we should regard Kelsterton as best conceived at this stage as a local college. We think that its most profitable opportunities for development lie in the field of adult education and in its "County College" department. Wrexham has ample claims to the status of an area college. In proportion as advanced level work develops there consideration will, in our view, need to be given to the rehousing elsewhere of the secondary technical school and to the progressive shedding of lower level work."

Children as Film Makers

Children producing their own films is still something new to most people but is rapidly becoming an accepted activity in many schools.

The Institution of a national competition, the *News-Chronicle* Children's Film Award, is recognition of the growing interest in this work and many young film makers are now busy with their scripts in preparation for the 1958 awards.

The competition, which closes in October, is again being run in conjunction with the British Film Institute and the winning entries and a selection of runners up will be shown at the National Film Theatre.

The panel of judges includes such well known names as Celia Johnson, Charles Freud and Roger Manvell.

The entries invariably range over varied subjects and techniques, from cops and robbers stories to experiments in the cartoon film. Last year's award winner, "Noah and the Ark," an animated film using children's paintings, has been seen on television and copies have been bought for distribution in Australia, New Zealand and Holland.

Owing to rebuilding operations at Curzon Street House the staff of the Ministry's Awards Branch and of that part of Teachers' Branch which deals with teachers' qualifications are being transferred temporarily to 14, Cornwall Terrace, Regent's Park, N.W.1, to which address all correspondence and enquiries relating to awards or to the qualifications of individual teachers should now be addressed.

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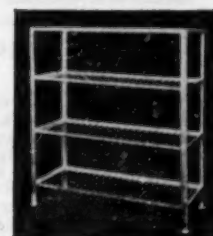


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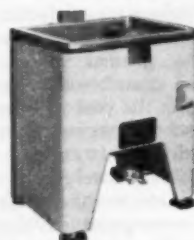
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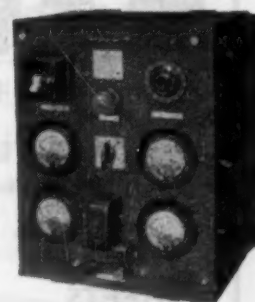
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No. 3394

MAY, 1958

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It is an independent journal attached to no Association or political body, and is in no way restricted to the protection of special interests or to the advocacy of any policy which is not primarily for the advancement of national education.

All communications intended for publication on editorial matters should be addressed: "The Editor, THE SCHOOL GOVERNMENT CHRONICLE AND EDUCATION REVIEW, Cobham House, 24, Black Friars Lane, E.C.4." All other communications should be addressed to "The Manager," at the same address. Remittances should be made payable to "The School Government Publishing Co., Ltd.," and forwarded to the Manager.

Advertisements and correspondence relating thereto should be addressed to F. Darby's Advertising Service, Cobham House, Black Friars Lane, London, E.C.4. Telephone for all departments: City 6696-7 (two lines).

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Month by Month**The Cost
of
Education.**

DR. W. P. ALEXANDER can still speak his mind and continues to do so most effectively. There are many, said the *Daily Telegraph* early last month, who would like to see both the Association of Education "and its ebullient secretary . . . brought to heel." This sounds ominously like Henry II and Thomas Becket, but the bringing to heel of the A.E.C. and its secretary will probably be attempted by more modern methods. Meanwhile Dr. Alexander has once more given to current educational issues an air of uncomfortable reality, by the expression of his views on future educational expenditure. He points out that we are not yet half-way towards our goal, so far as capital expenditure is concerned. Another £250 million will be needed to complete secondary school reorganization and yet another £250 million or so to replace unsatisfactory school buildings with buildings conforming to modern standards. This means that the present rate of expenditure, if it is not to be increased, must be continued for the next ten years. Then there is the cost of other capital projects, the raising of the school leaving age to sixteen and the provision of so-called "county colleges." For this he would extend the ten years to twelve. It is in the light of such forecasts that one must consider changes in teacher training, any consequent developments in training college building, the almost annual demands for more and yet more salaries, the second or lesser but possibly permanent "bulge" that will ultimately replace the present bulge in the school population, the need to reduce the size of classes and so on. It is not surprising to find that Dr. Alexander considers that the cost of English education must and will increase every year until 1970, and that by say 1965 the total cost of the education service will reach the staggering total of £1,000 million a year. It is not surprising to see it suggested that the three years' training for teachers should be postponed, that we should forget about "county colleges" just as we forgot about day continuation schools to be provided under the Fisher Act, that the school leaving age should remain where it is with at most an extension to the end of the fourth school year of secondary education and that large classes should continue indefinitely. Dr. Alexander's alternatives are clear enough—the whole Act, with the financial consequences indicated by him, or the abandonment of some part of the Butler proposals. He does not advocate the latter. It may nevertheless happen that the second alternative will be forced upon local education authorities and that the Block Grant may prove to be an effective weapon for forcing such abandonment. Whether for advance or for a defensive action, all who are concerned with the work of the schools and their administration should decide what their priority list is. There is at present no consensus of educational opinion regarding the relative urgency and necessity of the various matters mentioned above. Such lack of agreement cannot but weaken all education defences and greatly aid and simplify the task of the attackers.

Teachers' Salaries.

THE Teachers' Panel of the Burnham Main Committee met on the 18th April to consider the demands made by the National Union of Teachers at its Easter Conference. Where do these proposals come in the list of educational priorities? Many would wish that at least some reason should be given for claiming what it has said will amount to a 25 per cent. increase in salaries. So far no case has been made for any increase at all, speakers and writers concerning themselves instead with the formulation and justification of proposals. Mr. J. V. A. Long, Chairman of the N.U.T. Salaries Committee, informed a press conference after the private session at Scarborough the proposals were arrived at "by translating 1938 values into 1958 values with a small betterment factor" and that the increase, if granted, would cost at least £58 million. This is rather less than a quarter of the present total expenditure on teachers' salaries, but at this stage one must be careful about percentages. The percentage figure given to help the 1956 increase through was wildly wide of the mark and gravely misled Parliament and local education authorities. One may not unreasonably suppose that, had it been known in advance what the magnitude of the last increases really would be, the local education authorities would not have endorsed the agreement arrived at by the Burnham Committee. The N.U.T. at Scarborough, and consequently the Press, were concerned almost entirely with the basic scale of salaries. As little as possible was said about the absurd, unnecessary and often top heavy "superstructure," the "elaborate system of differentials" as the *Times Educational Supplement* called it. The Press and Parliamentary Secretary of the Leicester Teachers' Association has claimed that the 25 per cent. rise proposed (which we suggest would really be 25 plus) "is almost exactly the amount by which an experienced teacher is to-day worse off than he was pre-war." The "betterment factor" seems here to be repudiated or forgotten. If, however, one looks at pre-war (1938) figures one finds that a trained certificated primary school master began at £180 and after seventeen years' service reached a maximum of £366, assuming that he served in a Scale III area. Under the current (1956) Burnham Report a qualified assistant master in a junior school would begin at £475 and rise in the period of years to £900. Since two out of every three teachers are at the maximum of the scale, it is not unreasonable or unfair to compare the two maxima. They show an increase of practically 146 per cent. The current figures are those for basic salary only, and ignore completely any possible allowances additional thereto. The suggested new maximum of £1,200 would mean an increase of 228 per cent. It is right that the remuneration of teachers should be compared with that of other professional men and women, rather than that of manual workers. If in the last twenty years the salaries paid in other professions have increased by 228 per cent., teachers can hardly be blamed or criticised if they claim a similar increase for themselves.

The *Teachers' World* assumed that there was "no question of an application for an immediate increase," but the calling together of the Burnham Teachers' Panel since then suggests that the teachers have just this very thing in mind. "We still have to believe in the Government's intention to stabilize the cost of living—despite the stupid increase of service pay, which has so far failed

to attract more recruits." If no concessions are made to the London bus men, teachers will be reinforced in their duty not to press an immediate salary claim. No strike for higher wages has, however, failed to meet with a considerable measure of success. The increase in service pay may or may not have been "stupid." It is only just to remember that the teachers do not advance, as a reason for their new claim, that it will "attract more recruits." There is no reason to believe that higher salaries will result in more teachers. In the same paper, "Onlooker" regrets that the N.U.T. has "tied itself to a salary policy based on the present structure" and that "the idea of a basic scale piled high with special payments is accepted." He assumes that "we shall have to put up with this wretched system for some years yet," always assuming, however, that the Local Authorities' Panel continues to accept this strange structure.

The Shape of Things to Come.

ONE of the earliest pieces of news in the new financial year was the announcement that Sheffield City Council had withdrawn the powers which it delegated to its Education Committee ever since 1903.

Thus for the first time in its fifty-five years of history the Committee will have to submit all its decisions for confirmation to the City Council. It may be a coincidence, but if so it may be a happy one, that Sheffield's distinguished Director of Education, Mr. Stanley Moffett, M.C., has announced his retirement at the end of the present educational year. Mr. Moffett will thus be spared the consequences, for the office he holds, of

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this grave and regrettable change and of the operation of the Block Grant for which it seems to be a preparation. Sir Ronald Gould has assumed, and it is difficult to deny his assumption that the Block Grant will cause three shifts in the distribution of power. The Ministry of Housing and Local Government will gain at the expense of the Ministry of Education. Local Education Authorities will do the same, but that means the Councils of Counties and County Boroughs and not their Education Committees. Those committees, since there will be no separate education grant, will lose power to their own Councils—as already at Sheffield—and to the Finance Committees and Chief Financial Officers of those Councils. "The total effect of all this redistribution of power" he said, will be "to weaken the Ministry of Education, to weaken the Education Committees, to weaken the forces of education generally and to strengthen the Ministry of Housing and Local Government and the Local Authorities."

Training Colleges.

SIR Ronald Gould was at his best when he spoke to the N.U.T. Conference on the subject of the Three Years' Course for teachers. He said quite frankly that talk about the "worthwhile experiences" to which students would be exposed if only they could stay for another year at college, and of the "rounded personalities" which such an extended course would produce, tended to irritate him. Such facile talk could hide a fear of the academic or contempt for it. What a teacher needed was a thorough knowledge of his subjects and the ability to teach it. The training colleges must give to its students a knowledge of teaching methods. In other words, Sir Ronald Gould believes in the old—many would say the old fashioned—idea that the task of a training college is to train teachers. The course must be concerned essentially with pedagogy and those who take it must be educated young men and women of something like the standard of university entrants. One gathered that the speaker willingly recognized the vocational and professional nature of the course, which all agree should extend over three years. It was, however, never really clear why the conference passed the resolution which it did pass on Three Year Training. The resolution welcomed the Government decision to increase the training course from two to three years. So far so good. It then proceeded to urge that this should only be "a step towards a four-year course of educational qualification." The General Secretary made it perfectly plain in his address that he was not concerned with the establishment of a graduate teaching profession. Obviously conference went farther than the General Secretary. Concern has already been expressed at the absence of any known building programme to meet the immediate need for more training college places. There will be little support in training college circles for Dr. Alexander's proposal for the mass training of teachers in colleges of unprecedented size and the closing of colleges so recently modernized at such great cost and with such admirable results. It will, however, be generally agreed that some revival of the emergency training scheme may be the only way of meeting the needs of the next few years. It is manifestly absurd that there should be an acute shortage of teachers and at the same time a considerable excess of applicants for

places in women's colleges. It is to be hoped that one will hear no more about colleges doomed by the Ministry of Education for closure, but rather that all existing accommodation will be used to the full and additional accommodation provided where possible. The Emergency Training Scheme, it will be remembered, was an outstanding success. It proved that care in selection and really hard and intensive work were more important than a long course.

Some people have taken too seriously grievances collected and classified by students of the London University Institute of Education and the National Union of Students. The University Institute students surveyed conditions in twenty-one London colleges and the National Union has published the results. The survey may have served a useful purpose in bringing to light defects and other oddities of college management which they have discovered and recorded. The Report may, however, be misleading, since the reader is all too likely to generalize from instances and even from a single instance, when circumstances do not justify it. It may also give the reader the impression that students generally are intolerant of rules as such and unwilling to assist, by their own care and conduct, in the good running of their colleges. Complaint is made, for example, because a principal has banned the use of ball pens. Such a ban may be fully justified in the students' own interests—presumably they do not really wish their writing to deteriorate into illegibility—and in the interests of the college staff who have to read the students' written work. Many of the rules and practices criticized are just what one would expect to find observed and practised at home. Students who may, even unconsciously, be looking for grievances, and are at the same time over-anxious to stress their maturity, are not the people to produce objective and reliable results from such an enquiry.

School Catering Equipment

British Standard Handbook No. 17 has been prepared at the instigation of the Local Authorities Standards Advisory Committee to provide guidance to local education authorities on the purchase and maintenance of equipment for school dining rooms and kitchens; the handbook makes particular reference to the relevant British Standards for this type of equipment.

The equipment has been divided into three main groups—I. Heavy equipment; II. Light equipment; III. Furniture and ancillary equipment. As it was thought that guidance regarding furniture was urgently required in connection with new schools, Group III has been prepared and published in advance of the others. It is, however, an interim publication and it is intended to issue the whole handbook as a single volume when the work on heavy and light equipment has been completed.

The furniture section lists items of wooden and metal furniture; draws attention to important features which should be looked for when buying; offer advice on care and maintenance of furniture, and includes brief summaries of relevant British Standards. Reference is also made to several British Standards now in course of preparation, and summaries of these will be added to the handbook in due course.

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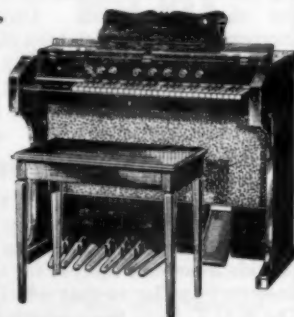
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As the Administrator Sees It

(FROM A SPECIAL CORRESPONDENT)

THE BRUSSELS EXHIBITION

One of the most pleasing features of post-war education is the large number of children who make school visits overseas. Belgium is a popular country for visits. It is reasonably near to these shores; there is much of interest to see; and, from a language point of view, Belgium is significant because the great majority of the people have equal fluency in French and in Flemish.

Any local authorities who are authorising visits to Belgium this year should certainly encourage schools to visit the Brussels Exhibition. It is, indeed, a great feat of administration, but in addition it shows in a vivid and very real way the history and characteristics of some fifty nations. It is obvious that a great deal of thought has gone into the presentation of the various national pavilions. As studies in architecture these pavilions are interesting. Inside each the past has been skilfully invoked in order to illustrate the present and forecast the future.

If peace can be maintained in the world, boys and girls who are at present in our schools will, in their adult lives, be brought closer and closer to the continent of Europe. All signs point to a closer unity among the various nations of Europe. The exhibition shows this unity in practice.

Much stress has been laid on the scientific side of the exhibition. The great Atomium which dominates the scene is a perpetual reminder of the importance of science in the modern world. To thoughtful boys and girls, however, the great lesson of the exhibition is that only by learning foreign languages can communication with people from other countries be established.

The many hostesses who have been provided to conduct people around the exhibition are in themselves the best advertisement of the fact that ability to speak foreign languages should not be associated with mere studiousness and eccentricity. They serve to remind us that glamour stems from the same root as grammar. These highly intelligent people are Europeans in the best sense of the term.

The Brussels Exhibition contains many valuable lessons for British schools and for British children. Different features of the exhibition will strike different people in different ways, yet when the memory of the pavilions, the exhibits, the fountains, and even the great Atomium fades, the abiding impression might very well be that at this Exhibition there were many Europeans who combined intellectual qualities with common sense, and culture with kindness.

FREEDOM IN SCHOOLS

The schools of this country are rightly proud of the freedom which they enjoy. Visitors from other countries are envious of the facilities which British teachers have to frame their own curricula, to choose their own text-books and, within broad limits, to enjoy a large measure of freedom.

There are, however, indications that there are certain members of education committees who do not appreciate the long standing tradition of freedom in British schools.

There have been several disquieting revelations recently where serious inroads have been made into the professional freedom of teachers. It is always a pity when such inroads are made that complaint is not immediately made. This, however, is sometimes easier said than done, because it is alleged that if official protest is made then the complainant suffers. This, of course, is wholly lamentable. Tyranny grows by what it feeds on, and unless it is exposed at the outset it will become more powerful as time goes on.

The best guarantee against tyranny is, of course, the character of the people who form education committees. If they are educated men and women with a sense of the best traditions in government they will not act tyrannically. If, however, they regard their election to a local council as a means whereby they can exercise new powers, all sorts of things can happen. They very soon find that their powers are increased if their whims and fancies can be backed by a Party machine. If their views can be approved by a Party caucus, they can be translated into action.

This is one of the rather frightening aspects of local government at the present time. Far too many council decisions are caucus decisions. Anyone who has witnessed the forest of hands which will arise when a matter comes up for decision cannot help feeling how impersonal and how cruel such a decision can be. Many of the individual members can be quite decent men and women. Many of them do not realize, however, that by following blindly the caucus decision they are making possible a tyranny. The tragedy is that when they vote in this way many of them feel that their personal responsibility has been diminished.

This is the very core of the problem. Harsh decisions will not be made by councils if the people making them feel they are harsh. Unfortunately these mass, anonymous votes which take place detract from personal responsibility. One would like to say that the power of the caucus is lessening. Alas, the signs are that it is becoming more powerful than ever.

WIDOWS' PENSIONS

It is sometimes difficult to draw a line between determination and obstinacy. At their Easter conference the N.U.T. decided to urge the Government to provide a pension scheme for the widows of teachers on lines very similar to that which the Civil Service enjoys. The N.U.T. have been pressing a claim of this kind for some years without success. No doubt many members hope that if the claim is pressed long enough then it will be granted. Yet all the indications are that another refusal will be given, in large measure because of the refusal of the local authorities to advance the additional money which would be necessary.

Everyone will agree that the Civil Service scheme is desirable from the point of view of the recipients. Every member of the public would like to be covered by a similar scheme. But teachers are not Civil Servants. They are employed by local authorities and, to that extent, they can be regarded as local government

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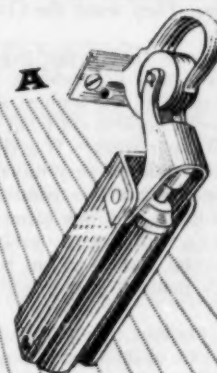
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employees. The scheme acceptable to the Government and to the local authorities is very similar to that which is enjoyed by the local government officers. The N.U.T. object to this. They want the Civil Service scheme and nothing else.

The tragedy is that every year many teachers die, leaving widows and dependents. Because there is no scheme in operation, the highest sum that a widow with two children can hope to get from the State is something like £4 5s. 0d. per week. If a pension scheme were in operation she would be very much better off. In many cases the possession of a pension would allow the widow to remain at home and look after her children. As it is, every teacher's widow with children, who has no other source of income, has to go out to work simply because the statutory pension is not sufficient to keep her and her family.

There is another point which the N.U.T. should remember. One of the teachers' associations is willing to accept the scheme which the Government and the local authorities are prepared to offer. It is ironical in the extreme that the attitude of the N.U.T. prevents anything being done at all. One would imagine that the statesmanlike attitude would have been to accept the scheme which has been offered and, at a later date, to enter into negotiations for some betterment. In a matter of pensions half a loaf is better than no loaf at all. The N.U.T. leaders should enquire from teachers' widows on this point. There is no doubt what the answer will be. One can only hope that the N.U.T. will treat this as a matter of urgency and agree to accept that which is at present possible rather than wait indefinitely for the ideal scheme.

Technical Education in the Post Office

University Bursaries and Sandwich Courses.

The Post Office in consultation with the trade unions concerned has produced a scheme for increased facilities for technical education of technical staff. Until recently such facilities (as distinct from the technical training which the Post Office itself supplies) has been available in normal circumstances only for employees under eighteen.

The new scheme takes three forms—university bursaries, sandwich courses and a certain amount of release during the day for people over eighteen.

University Bursaries.

It is proposed to award up to ten university bursaries each year for degree studies in technological and scientific fields to be granted to promising members of the staff. Selection will be by written examination followed by a selection board. The Post Office will pay the university dues and give the selected people leave without pay, but with a maintenance grant based on the current Ministry of Education scales. The bursaries will be for three years.

Sandwich Courses.

It is intended to award up to ten sandwich course places each year to members of the staff selected on the basis of progress reports from technical colleges, paper qualifications, reports from supervising officers and a final group selection test. The awards will be on the

basis of six months at college and six months training at work, tenable for four years and aimed normally at degree or Dip. Tech. qualifications. The Post Office will pay the fees and will give special leave with a maintenance grant equal to the pay.

Day Release.

Details of the scheme for day release of staff are still under discussion. But the intention is that preference will be given to people who are already taking technical education during the day at their own expense, by taking special leave without pay; and to people for whom evening classes in the subjects they need are not available. Release from work for this purpose will be arranged so that no increase in staff or accumulation of arrears of work is involved.

Youths will, of course, continue to be released for one day a week as at present for technical studies.

Apprenticeship Training—A Job for Industry

People who suggested that it was up to the Government to do something about increasing the amount of apprenticeship training available to young people were running away from personal responsibility, declared Mr. Robert Carr, M.P., formerly Parliamentary Secretary to the Ministry of Labour and National Service and Chairman of the Sub-Committee of the National Joint Advisory Council which recently prepared the report "Training for Skill," when addressing a conference in the Festival Hall last month, organized jointly by the British Association for Commercial and Industrial Education and the Industrial Welfare Society to discuss the Report.

"Reaction in some quarters to 'Training for Skill' had been that leadership should be provided by the Government," he said. "There has been criticism, too, that the Report does not go far enough and, in particular, that it does not advocate action by the Government."

"To the extent that this criticism reflects dissatisfaction with the *status quo* and a determination to do something about it, it is to be welcomed. To the extent that it does not result in action, but merely voices a desire that somebody else—in this instance the Government—should do something, it looks very like (and let us be frank about this) a running away from personal responsibility."

Mr. Carr pointed out that to provide training for the increased number of children who would be leaving schools during the next few years would need "new thinking, new attitudes, and action by tens of thousands of individuals."

"What is needed is not regulation but a sense of personal responsibility; not compulsion, but leadership. My Committee certainly felt this. And they were in no doubt where that leadership must come from. It must come from within industry itself."

The annual general meeting of the A.E.C. will be held at Scarborough on Wednesday, Thursday and Friday, 25th, 26th and 27th June. The Minister of Education, the Right Hon. Geoffrey Lloyd, M.P., will address the Association on Friday, 27th June.

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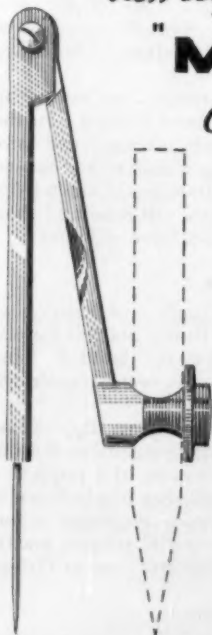
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Grammar Schools' Key Role

Importance in Technical Education Expansion.

The need for collaboration between grammar schools and technical colleges was more pressing now than ever before, said Sir Edward Boyle, Parliamentary Secretary to the Ministry of Education, at the annual conference of the London and Home Counties Regional Advisory Council for Higher Technological Education.

The links between grammar schools and technical colleges had not been close enough, he went on. The students themselves and, indeed, the whole nation stood to suffer if they were not forged. The situation called for a dynamic effort.

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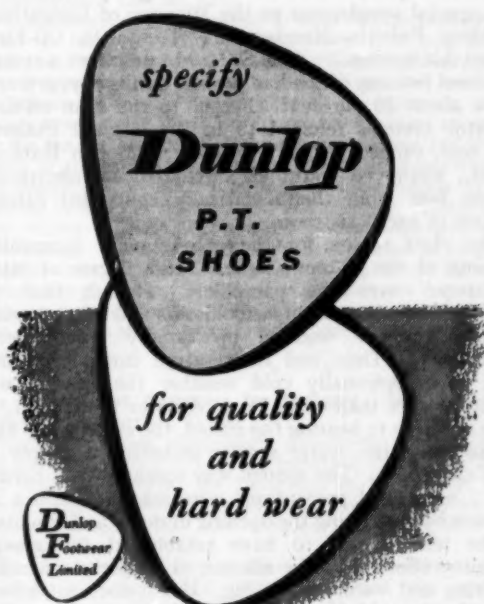
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Cheaper School Heating System

A special supplement to the Ministry of Education's Building Bulletin Number 3 ("Test with Oil-Fired Warm Air System"; H.M.S.O., 9d.) describes a system of school heating which has proved during a year's trial to be about 25 per cent. cheaper to run than oil-fired radiator systems referred to in the original Bulletin. The test, carried out in a primary school in Hatfield, Herts., employed warm air circulated by electrically driven fans from thermostatically controlled cabinet heaters in each classroom.

The chief reason for the exceptionally economical running of the system was its "high degree of intermittency," says the pamphlet. Though shut off completely during out-of-school hours and at week-ends, rooms could be warmed up rapidly before being re-occupied. Time and temperature controls ensured that in exceptionally cold weather the heating was started earlier than usual by an exterior thermostat.

In addition to heating the school, the system provided an adequate hot water service including a supply to each classroom. The system was operated in a normal way; no special precautions were taken to reduce air changes by restricting the opening of doors and windows.

The trial is said to have established the greater economy effected by the alliance of properly controlled oil-firing and warm air heating. But it does not follow, says the pamphlet, that oil should always be used in preference to coal. The relative advantages of these fuels should be carefully weighed in areas where coal is exceptionally cheap.

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FILM STRIP REVIEWS

HULTON PRESS LIMITED

Volcanoes.—This is an advanced strip and the subject has been dealt with very thoroughly. There is always an appeal in Nature's unleashed forces whether it be the rolling ocean, the tornado or the avalanche. Here we see the results of magmatic ebullition in a fine series of carefully chosen photographs. There are sections dealing with volcanic materials, volcanic forms, central eruptions, calderas, fumaroles, geysers, mudpools and roots of volcanoes. Among the volcanoes shown are Paricutin, White Island, Halemoumon, Stromboli, Vulcano and Krakatao, but Vesuvius receives special attention with five diagrams showing its appearance from A.D. 79 to 1872 and two photographs in 1918. There are eight photographs of lava, eight of pyroclasts and seventeen diagrams to help explain the various processes. A large map shows the main volcanic regions of the world and two smaller maps indicate areas where the most recent mountain building movements have occurred and the earthquake regions for comparison. The strip is full of interest and the notes by M. O. Morris, B.Sc. carefully set out in a form most suitable for students to copy. 26 frames. 12s. 6d.

William Shakespeare.—This strip deals with the life, times and stage background of the playwright—his plays have no mention here. The first frame is of the well known engraving which forms part of the title page of the First Folio, and the last frame shows a page of the Folio itself. The portraits are of Elizabeth I, Henry Wriothesley, Richard Burbage and James I. Buildings shown are Shakespeare's birthplace, the Grammar School, Anne Hathaway's Cottage, Charlecote Gate House, New Inn at Gloucester, The Globe at Bankside, the Swan Theatre, Fortune Theatre, Bernard Miles' 1953 Mermaid Theatre, Middle Temple Hall—Inns of Court and New Place—Stratford. There is a clear photograph of a transcript made in 1600 of the original Baptism Register at Holy Trinity Church. Two examples of costume design are shown; part of a page in the First Folio shows stress marks in speaking; and four examples of hand gestures are included. Shakespeare's Coat of Arms, signatures taken from various documents, his monument and ledger stone provide the remaining frames. From this it will be seen there is ample material for a good introductory background for further study. 28 frames. 12s. 6d.

Hannibal.—An introductory map shows the positions of the empires of Rome and Carthage; the closing map shows the Empire of Rome after the Punic War. The story is the familiar one that echoes through history—an ambition almost realized only to end in utter failure. The first twenty frames portray the great soldier and military genius, the last six show the causes that led to his defeat and tragic death. The artist has done well to depict in colour the events with which we are familiar and has attempted to fix in our minds several of Hannibal's strategic manoeuvres. The incredible feat of the passage over the Alps of thirty-seven elephants has not been forgotten and the ineffective use of elephants in the battle of Zama is depicted also. The illustrations are colourful and clear and sufficiently well chosen to fix the sequence of events. Equally suitable for primary or secondary schools. 21s. 0d.

BOOK NOTES

Progress in Child Care. By Audrey Wilson. (National Children's Home, 7s. 6d. net.)

This year's Convocation Lecture of the National Children's Home was devoted to a progress report on child care over the past twenty years. As is customary, the lecture has been filled out into a full-length book. The author, Miss Audrey Wilson, is as well fitted as anyone to make this report, for she has been working with the National Children's Home for the whole period covered by the survey. It is an impressive and most heartening record. Much in all conscience remains to be done, but the growth in awareness of the problem and the facilities available to meet it which has taken place since the days of Dr. Stephenson and other pioneers is some measure of the success of the N.C.H. movement. Miss Wilson's account is no dull, statistical record; a warm, personal interest runs through the whole book. It is to be hoped that this survey will reach a wide public among those who are concerned with the welfare of homeless and deprived children throughout the country.—C.

Modern Dance in Education. By Joan Russell. (Macdonald and Evans, 11s. 6d. net.)

Dance as an element in modern education has been developed largely on the principles laid down by Rudolf Laban in his "Modern Educational Dance." Miss Russell, Lecturer in Movement and Dance at the Worcester Training College, herself a student of Laban's, has here shown how his principles can be applied within the infant, junior and secondary schools as well as at the adult level. Her experience as a teacher, as a trainer of teachers and as lecturer to numerous Ministry and L.E.A. Courses enables her to bring abstract and general principles to practical application. There are chapters on general content, on group dance and dance drama, on work in different types of schools, on dance for boys and men, and on teaching method. There is a glossary of terms, a reading list and a most useful list of suitable music and gramophone records. Although her book is based on modern theories of movement and dance, Miss Russell gets to grips with practical teaching problems throughout. A valuable contribution to a fascinating aspect of school work.—C.

External Examinations in Secondary Schools. Edited by G. B. Jeffery, M.A., D.Sc., F.R.S. (Harrap, 7s. 6d. net.)

In the spring of 1957 a series of public lectures was given at the University of London Institute of Education on the present system of external examinations in secondary schools. These lectures, together with an additional chapter on the method of conducting the G.C.E. examination, have now been collected in book form. They provide a thoughtful and authoritative enquiry into the whole question of external examinations in relation to the schools themselves, university entrance and the maintaining of standards. Separate attention is given to the impact of external examinations on technical studies and on the secondary modern schools. There is a chapter on the Secondary School Examinations Council. The Introduction by the late Dr. Jeffery (almost the last thing he wrote) contains many wise observations on the examination system as a whole. All who wish or need to gain a firm grasp of the issues involved without too much expenditure of time will find this short but comprehensive study of the greatest value.—C.

Twisted Tales from Shakespeare. By Richard Armour. (Hammond, 12s. 6d. net.)

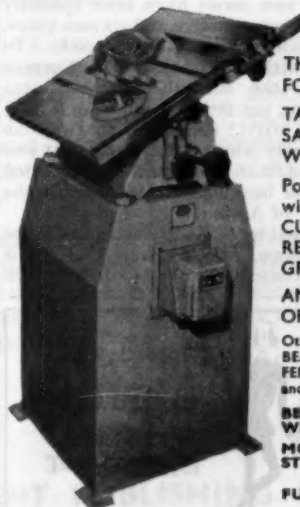
It was inevitable that sooner or later Shakespeare should come in for treatment in the "1066 And All That" tradition. The fear was that it might be inadequately done. The first page of Mr. Armour's effort dispels this fear. He has risen—or sunk—triumphantly to the occasion. And what an occasion! What countless opportunities there are for the fun-poker, both in the plays themselves and in the jungle of critical writing which has grown up around them. The danger of this kind of book is that the author finds it difficult to maintain the standard of humour. There is no such falling off here. The wit is always sure and often devastating. Not that the book is a serious attempt to debunk—it is not a serious attempt at anything. It is just thoroughly good fun. Sufficient of the pictures to say that they are well up to the standard of the text—perhaps the best being this sketch of the author studying "under" his professor.—C.

The Training of Designers for Industry (Federation of British Industries, 3s. 6d.)

Many interesting suggestions concerning the education and training of designers for the furniture, pottery, printing and textile industries are contained in this report of a one-day conference between industrialists and educationalists, organized under the auspices of the F.B.I. last September.

The booklet includes the introductory remarks by Sir Norman Kipping, F.B.I. Director-General, the opening address by Sir Edward Boyle Bt., M.P., Parliamentary Secretary, Ministry of Education, and reports by the chairmen of the five discussion groups on important points made in the course of the day's conference, together with a

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summing-up by Sir Ernest Goodale, Chairman of the F.B.I. Industrial Art Committee, and the memoranda circulated before the conference as bases for the group discussions.

Whose Public Schools? by Sir Robin Williams, Bt. (Bow Group, 2s. 6d.)

The Bow Group is an independent society of younger Conservative researchers and to the question raised by the title of this pamphlet the challenging reply given by its author is: They must be the nation's schools.

One way of achieving this, says the twenty-nine year-old Old Etonian baronet, is to hold a nation-wide examination for 700 "Queen's Scholarships" to be worth £400 each at the top seventy boys' and girls' schools in the country.

The Public Schools, says the pamphlet, must be integrated into the general system of education on a national scale and 35 to 50 per cent. of the places should be free. Apart from the Queen's Scholarships, boys and girls at state schools could apply for public school places and would be selected on all-round merit and because of special need for boarding education.

The Public Schools must survive, says Sir Robin, because they guarantee some diversity in our education, and in a free society parents ought not to be denied the right to purchase an independent education for their children. Apart from this, we cannot do without them for they are currently providing almost one quarter of the sixth form education in the country and, therefore, making a vital contribution to our output of highly qualified people, including scientists and engineers.

But in putting forward these proposals the Bow Group warns: "The broadening of the entry to the public schools should not be accompanied by any measures which will deprive them of their independence."

Daughters of Arabia, by S. C. George.
Found in the Forest, by Lydia S. Eliot.

(Frederick Warne, 9s. 6d. each.)

These are the first two titles for girls in the "New Venture Library" series just issued by this publishing house. The books in this new series have been specially selected for girls and boys between twelve and sixteen years, and will be of adventure, both historical and ancient. In the first named above, with illustrations by Norman Buchanan, Betty Martin, the central character, was thrilled at the idea of helping her father in his search for a lost Arabian city. On her arrival she found she was the centre of attraction as the only white girl in the desert and soon was to become involved in an adventure which carried her name into the newspaper headlines and earned her the title of—a worthy daughter of Arabia.

The second title is illustrated by D. G. Valentine and is the story of a girl named Penelope, who discovers that she is only a foster-child and in consequence finds conditions in

her home rather difficult. At boarding school also she finds she has many lessons to learn, but happily all comes right in the end.

Cataloguing Rules. (School Library Association, 2s. 6d.)

A useful little booklet dealing with author and title entries and giving illustrations of specimen entries. Specially prepared for the use of school librarians by W. L. Saunders, Deputy Librarian, University of Sheffield, and Norman Furlong Lecturer and Librarian, City of Coventry Training College.

Aids in Choosing Careers

The emergence of children of the "bulge years" into the field of employment will place an increased responsibility upon teachers who undertake careers work in our schools, says Sir Ronald Gould, general secretary of the N.U.T., in his introduction to the 1958 edition of the N.U.T.'s "Annual Guide to Careers for Young People" (3s.).

Twenty thousand copies of the Guide have been distributed to the secondary schools, public and direct grant schools in England and Wales.

This 72-page Guide, which is intended primarily to assist those with responsibility for advising school leavers, is a new venture for the N.U.T. It was published for the first time in July 1957, and the response from schools was so great that it was decided to make it an annual publication. And within ten days of the publishing of the 1958 edition of 20,000, the N.U.T. had to order a large reprint to meet the demand from the public and others seeking copies of this guide.

Among the many new features in this year's edition are the following articles: "Training for Technology," by Dr. J. Garside, Principal of the Borough Polytechnic; "A Handicapped Boy or Girl Goes to Work," by Miss B. Leicester, Youth Employment Officer for Handicapped Boys and Girls, Liverpool Education Authority; "Opportunities for Girls Leaving School," by Miss Irene Hilton, Organizing Secretary, Women's Employment Federation; "Co-operation between Schools and the Youth Employment Service," by J. C. Watson, County Youth Employment Officer for East Sussex, and a host of practical articles on such subjects as apprenticeship, selection procedures, matters of welfare, books on careers, school visits to industry and the dissemination of careers information in schools. Also of importance is the Reference Section, which gives information about employment opportunities in 135 individual firms and undertakings.

From the Central Youth Employment Executive come a number of new issues in the "Choice of Careers" series of handbooks.

No. 44—Advertising (9d.)

67—Banking and the Stock Exchange (1s.)

26—The Law; Barristers and Solicitors (1s.)

80—Police (1s. 9d.)

81—Forestry (1s. 9d.)

82—Nursing and Midwifery (1s. 9d.)

77—Engineering Work for Girls (1s. 3d.)

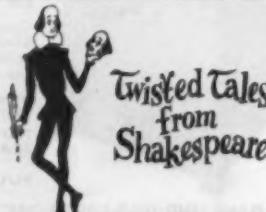
The wealth of detailed information in these booklets about the various professions is by now well-known and these new issues will therefore be welcomed by all who have to advise on careers.

The Ministry of Labour have issued revised editions of two numbers in their Careers for Men and Women Series of guides giving detailed descriptions of qualifications, training and opportunities in the professions of:

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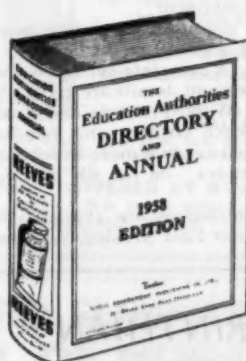
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Television in Schools

Associated-Rediffusion's Schools Television section started its Summer Term on April 28th with the first programme in the third part of "The Farming Year," a series which began last September. Film units have been recording the coming Spring planting.

Other subjects to be dealt with are beef cattle, seen on a visit to a farm in the Welsh border country; the type of farming followed in the flat country of the Fens; and the constant battle against pests and diseases that attack crops. This series is transmitted on Thursdays as well as on Mondays.

Tuesday programmes will be concerned with "Easier Living." They seek to answer two questions. Have scientists with their research and establishment of new materials, together with their better understanding of conventional materials, helped to make life easier in the home? Have designers made proper use of the materials at their disposal to satisfy all the functions required from their designs which could make for easier living in the home?

Among the people and organizations co-operating in this series are Robin Day the eminent designer and Richard Llewellyn Davies, Director of Architectural studies at the Nuffield Foundation; the Council of Industrial Design and the Building Research Station; and several well-known commercial undertakings. The architectural and historical development of the house, methods of heating and insulation, the design of bedroom and living-room furniture and the modern kitchen and bathroom are all subjects which come under discussion at the start of the series.

"Music in the Making" on Wednesdays introduces children to the orchestra. It gives them the opportunity of hearing and seeing the instruments used individually and in combination, for every kind of music. It also shows how each of these instruments has evolved—how they are made and played and how the orchestra itself has developed. The penultimate programme (July 9th) is to be a concert given by the Halle Orchestra under Sir John Barbirolli. Each programme will be introduced by Joseph Cooper, the well-known concert pianist and broadcaster.

The series is remarkable as the first of its kind on television.

On Fridays children will see "Invitation to the Dance," a series designed to help them to an understanding and appreciation of a wide variety of types of dance and mime, including Indian. Some programmes show actual work as done by children in schools, while others show the work of professionals in the most highly developed branches of the art.

Among those taking part in the series will be Litz Pisk of the Old Vic Theatre School, Phroso Phister of the London College of Dance and Drama, and Douglas Kennedy Director of the English Folk Dance and Song Society.

New Wall Charts

From Frederick Warne and Co. we have received specimens of a new series of "Nature Study Wall Pictures." These new pictures in full colour are designed in a bright, modern style; original lithographs designed by Marjorie Paterson. There are twelve pictures in a set and each depicts a month of the year showing various animals, birds and wild flowers which may be seen in the woods and fields of the countryside during a particular month. With each picture there are appropriate Nature Notes which may be used by pupils and teachers. Particularly suitable for infants and junior schools. Price £2 2s. per set, complete with Nature Notes. (Price includes 12s. purchase tax.)

Two new wall charts from Educational Productions, Ltd. are "The Bench Grinder" and "Tea." The former, designed to provide clear and practical visual instruction on the correct use of this tool shows the double-ended bench grinder, illustrates how it should be used and outlines the precautions to be taken to avoid accidents. The use of buffing, wirewheel, grinder, methods of grinding various instruments and care of the wheel, are all illustrated. The second traces, from crop to cup, the story of one of the world's most important consumer commodities. The chart illustrates the world's principal tea-growing areas, with sequence sketches and a description of the cultivation and harvesting of the leaf. A full-size sketch of the plant itself is included. Sampling, blending and packaging are shown, and advice on how a good cup of tea should be prepared.

New Catalogues

Just published are the 1958 catalogues of visual aids from Educational Productions Limited.

The filmstrip catalogue details the new prices current from 1st April, and introduces, among others, new colour strips on geography (including the "Regional Geography of Britain" series) and art; additions to the popular drama series (including "Hamlet" and "Murder in the Cathedral"); and twelve new strips on Bible stories from the Old Testament.

One of the most interesting new items in the combined book and wall chart catalogue is a chart on the Earth Satellite. A complete series on the History of the R.A.F. is described and details are given of additions to the sets on products (Wool, Potatoes and Tea) and handicrafts (Sawbench, Bench Grinder and Bandsaws). Among the new books listed are five more slidebook titles and the first two "Handiguides" on the use and maintenance of everyday tools.

Both catalogues are available free of charge from the publishers at East Ardsley, Wakefield.

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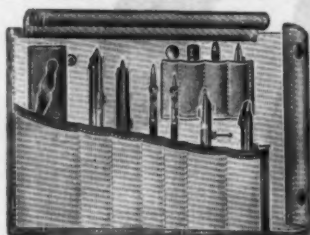
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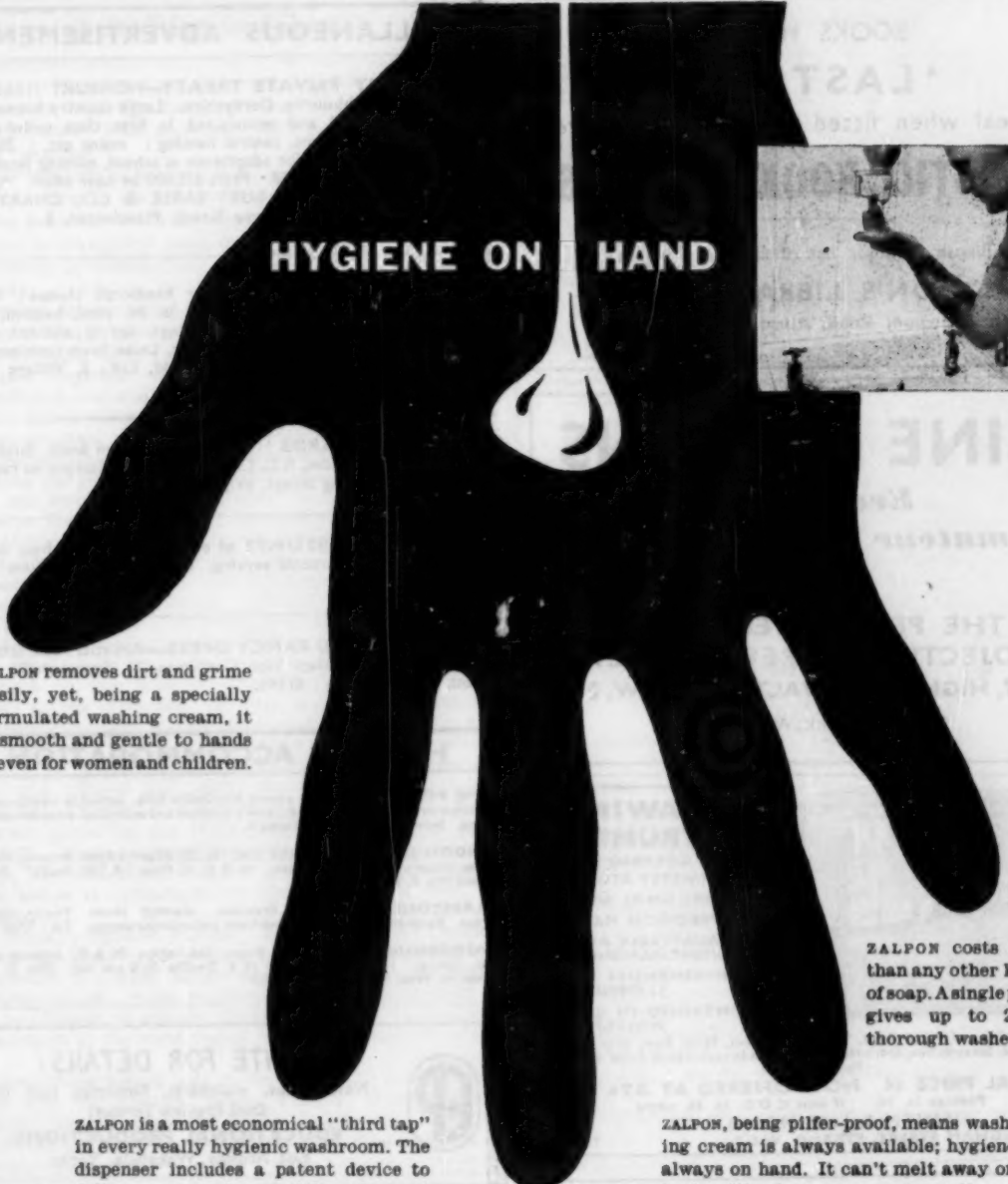
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